

# Start Up Requirements for Idaho Public Charter School Petitioners

Application requirements and processes for the State Department sufficiency review, Commission authorization review and the CSP federal grant review vary in purpose and criteria. Petitioners are encouraged to examine specific requirements to ensure that all elements are included in each submission. Petitioners may wish to include elements required by the Commission or the federal grant application in their initial submission to the Department in order to demonstrate a more thorough understanding of key issues, as well as to reduce the necessity for revision should the petition move to the Commission.

**STEP ONE - SDE Sufficiency Review:** Prior to submitting a petition to an authorized chartering agency, petitioners must submit the proposed draft petition to the Department which will review the draft to determine whether it complies with statutory requirements. The required elements outlined below are discussed in more detail in statute. Forms are available on the SDE website. The review is conducted by SDE staff.

**STEP TWO - Public Charter Commission:** Petitions for brick and mortar schools are first submitted to the district in which the school will be located; then if the petition is withdrawn by petitioners or referred or denied by the district, the petition may be submitted to the Idaho Public Charter School Commission. Petitions for virtual schools are submitted directly to the Commission. The Commission petition requirements are outlined below and are discussed in more detail on the Commission website. The Commission review is conducted by the Commission staff and Commissioners.

**STEP THREE - Federal Grant:** Petitioners are encouraged to submit CSP grant applications to the SDE at the same time as the Sufficiency Review is submitted. The required elements are detailed in the grant application on the SDE website. CSP Federal Grant applications undergo a peer review.

| SDE Substantive Review  | Public Charter Commission  | CSP Federal Grant  |
|---|--|--|
| <b>Cover Page:</b> <i>SDE Sufficiency Review</i>                  | <b>Cover Page:</b> <i>Public Charter Commission</i>                                | <b>Cover Page:</b> <i>CSP Federal Grant</i>  |
| <b>Page Index Form</b>  | <b>Table of Contents</b>   | <b>Table of Contents</b>   |
|   | <b>TAB 1</b>   |  |
| Elector Petition Form   | Elector Petition Form  |  |
| Articles of Incorporation and Bylaws                              | Articles of Incorporation and Bylaws   |  |
| Documentation regarding insurance for liability and property loss | Documentation regarding insurance for liability and property loss                  |  |
| Documentation of application for nonprofit status                 | Documentation of application for nonprofit status                                  |  |
|   | Certificate of attendance at SDE charter petitioner's workshop <a href="#">NEW</a> |  |
|   | Copy of Sufficiency Review with petitioner's response <a href="#">NEW</a>          |  |
|   | Mission and Vision Statements  | Executive Summary: Overview of proposed school including mission, vision, purpose, educational program, history of development, founders, grade levels, location, description of staff and board             |
|   |  | Project Need: Define need for charter school in the community; include supporting data as evidence. Describe how the schools mission and goals will address the learning needs of the students it will serve |

## Start Up Requirements for Idaho Public Charter School Petitioners

| SDE Substantative Review  | Public Charter Commission  | CSP Federal Grant   |
|---|--|---|
|   | <b>TAB 2</b>   |   |
| Information including, but not limited to: facilities, administrative services, civil liability effects upon district. 5205 (4) | Facilities Plan  |   |
|   | Administrative Services  |   |
|   | Potential Civil Liability  |   |
|   | <b>TAB 3</b>   |   |
| Educational program and how learning will occur 5205 (3)(a)   | Definition of "educated person" and how learning best occurs 33-5205 (3)(a)  |   |
|   |  | Program Design and Implementation: 1) curriculum, instruction, assessment, accountability; 2) founding and governance; 3) school leadership and management; 4) business, finance, accounting; 5) special populations; 6) community partnerships and relations |
|   |  | Educational Philosophy: Describe how learning best occurs for population served: 1) outline of educational theory and research based foundation; 2) outline of teaching approach; 3) identify sources of curriculum   |
| Education program and goals and fulfillment of educational thoroughness standards 33-5202 (4)                                   | Education program and goals and fulfillment of educational thoroughness standards 33-5202 (4)                                  |   |
| Manner by which special education services will be provided 33-5205 (3) (g) IDEA  | Manner by which special education services will be provided 33-5205 (3) (g) IDEA   |   |
|   | Manner by which Limited English Proficiency services will be provided. Title III Federal Regulation, NCLB                      |   |
|   | Manner in which gifted and talented students will be served, including a plan for identification of service IDAPA 08.02.999.03 |   |
|   |  | Detail a plan for identifying and educating students with special needs, including students eligible for ESE and GT services and LEP students. Include processes for developing, reviewing, monitoring IEPs.  |

## Start Up Requirements for Idaho Public Charter School Petitioners

| SDE Substantative Review  | Public Charter Commission   | CSP Federal Grant  |
|---|---|--|
|   | <b>TAB 3 (continued)</b>  |  |
|   |   | Staff development training plan focused on mission and vision, improving achievement, continuous improvement process; include a training plan for teachers of students from special populations  |
| Plan for dual enrollment participation 33-203(7) & 33-5205 (3)(r)                             | Plan for dual enrollment participation 33-203(7) & 33-5205 (3)(r)                             |  |
|   | <b>TAB 4</b>  |  |
| Measurable student educational standards 33-5205(3) (b)                                       | Measurable student educational standards 33-5205(3) (b)                                       |  |
|   |   | Detail clear, measurable objectives for <i>grant project activities</i> . Include a description of standards and goals for students and programmatic standards and goals for the staff and school. Outline how, specifically, grant funds be used to support high quality educational programming. |
| Methods of measuring student progress 33-5205(3)1   | Methods of measuring student progress 33-5205(3)1   | Detail methods of assessing student progress: clear and valid, and applicable to state standards and requirements  |
| Provision by which students will receive statewide standardized testing                       | Provision by which students will receive standardized testing                                 |  |
| Provision ensuring state accreditation of charter school 33-5205 (3) (e) & IDAPA 08.02.02.140 | Provision ensuring state accreditation of charter school 33-5205 (3) (e) & IDAPA 08.02.02.140 |  |
|   | Provision re: plan for improvement per NCLB   |  |
|   | <b>TAB 5</b>  |  |
| Description of governance structure 33-5205 (3) (f)   | Description of governance structure 33-5202 (3) (f)   | Description of school governance structure   |
|   |   | Comprehensive description of school leadership   |
|   |   | Outline of governance transition process including how the school will be managed during the pre-charter planning period and how it will be managed <u>once it is operational</u>  |
|   |   | Comprehensive training plan for administrators and governing board: non profit board governance, open meeting laws, hiring and evaluating administration, taxes & benefits, articles or incorporation, bylaws, policies and procedures, vendor contracting, mediation and appeals.                 |

## Start Up Requirements for Idaho Public Charter School Petitioners

| SDE Substantative Review  | Public Charter Commission   | CSP Federal Grant |
|---|---|-------------------|
|   | <b>TAB 5 (continued)</b>  |                   |
| Process to ensure parental involvement 33-5205(3)(f)  | Process to ensure parental involvement 33-5205(3)(f)  |                   |
| Manner in which annual reports will be conducted: financial and programmatic audits 33-5205 (3) (j) | Manner in which annual reports will be conducted: financial and programmatic audits 33-5205 (3) (j) |                   |
|   | <b>TAB 6</b>  |                   |
| Employee qualifications to be met 33-130 & 33-5205(3)(g)  | Employee qualifications to be met 33-130 & 33-5205(3)(g)  |                   |
| Provision re: PERSI, federal social security, unemployment insurance, and worker's compensation     | Provision re: PERSI, federal social security, unemployment insurance, and worker's                  |                   |
| Transfer of rights of employees 33-5205 (3)(o)  | Transfer of rights of employees 33-5205 (3)(o)  |                   |
| Provision re: staff as separate unit for purposes of collective bargaining 33-5205 (3)(p)           | Provision re: staff as separate unit for purposes of collective bargaining 33-5205 (3)(p)           |                   |
|   | Statement re: written contract for teachers and administrators 33-514                               |                   |
|   | Provision re: staff submit criminal history check 33-5210 (4)(d), 33-130, & 33-512                  |                   |
| Employee qualifications to be met 33-130 & 33-5205(3)(g)  | Employee qualifications to be met 33-130 & 33-5205(3)(g)  |                   |
| Provision re: PERSI, federal social security, unemployment insurance, and worker's compensation     | Provision re: PERSI, federal social security, unemployment insurance, and worker's                  |                   |
| Transfer of rights of employees 33-5205 (3)(o)  | Transfer of rights of employees 33-5205 (3)(o)  |                   |
| Provision re: staff as separate unit for purposes of collective bargaining 33-5205 (3)(p)           | Provision re: staff as separate unit for purposes of collective bargaining 33-5205 (3)(p)           |                   |
|   | Statement re: written contract for teachers and administrators 33-514                               |                   |
|   | Provision re: staff submit criminal history check 33-5210 (4)(d), 33-130, & 33-512                  |                   |

## Start Up Requirements for Idaho Public Charter School Petitioners

| SDE Sufficiency Review  | Public Charter Commission   | CSP Federal Grant |
|---|---|-------------------|
|   | <b>TAB 7</b>  |                   |
| Admission procedures, including provision for over-enrollment and enrollment capacity 33-5205(3)(j)                       | Admission procedures, including provision for over-enrollment and enrollment capacity 33-5205(3)(j)   |                   |
| Include a statement describing how waiting lists will be developed and renewed annually. 33-5205(3)(j) and IDAPA 08.02.04 | Include a statement describing how waiting lists will be developed and renewed annually. 33-5205(3)(j) and IDAPA 08.02.04   |                   |
|   | Procedures for student using alcohol/controlled substance 33-210  |                   |
| Public charter school attendance alternative 33-5205(3)(n)  | Public charter school attendance alternative 33-5205(3)(n)  |                   |
| Process for public notification of enrollment opportunities 33-5205(3)(s)   | Process for public notification of enrollment opportunities 33-5205(3)(s)   |                   |
| Plan for the requirements for the denial of school attendance (33-5205)(i)  | Plan for the requirements for the denial of school attendance (33-5205)(i)  |                   |
| Disciplinary procedures including suspension, expulsion, and re-enrollment 33-5205 (3)(1), 33-210 & 335205 (3)(l)         | Disciplinary procedures including suspension, expulsion, and re-enrollment 33-5205 (3)(1), 33-210 & 335205 (3)(l)   |                   |
| Procedures the school will follow to ensure the health and safety of students and staff. 33-5205 (3) (h)                  | Procedures the school will follow to ensure the health and safety of students and staff. 33-5205 (3) (h)  |                   |
|   | Provision ensuring a policy of Internet safety for minors Children's Internet Protection Act  |                   |
|   | Student handbook and procedures ensuring parental access to it  |                   |
|   | <b>TAB 8</b>  |                   |
|   | Business plan including: business description, marketing plan, management plan, resumes of directors, financial plan, start-up budget with assumptions form, three-year operating budget form, and first year month-by-month cash flow form. Budget must be in IFARMS format. |                   |
| Proposal for transportation services 33-5208 (4)  | Proposal for transportation services 33-5208 (4)  |                   |
|   | Plan for school lunch program   |                   |

## Start Up Requirements for Idaho Public Charter School Petitioners

| SDE Sufficiency Review | Public Charter Commission  | CSP Federal Grant  |
|------------------------|--|--|
|                        | <b>TAB 8 (continued)</b>   |  |
|                        |  | Work plan for pre-charter development activities or post charter-development and implementation activities aligned to project objectives.    |
|                        |  | Timeline and benchmarks for progress review.   |
|                        |  | Grant Project Budget Summary   |
|                        |  | Grant Project Budget Detail: Year 1, 2, 3, including timeline and how expenses align with project objectives                                 |
|                        |  | Outline of accounting practices and policies of the school.  |
|                        |  | Clearly articulated plan that will expand skills and knowledge of the school administrator in the areas of business, finance and accounting. |
|                        | <b>TAB 9 (Virtual Charter Schools Only)</b>  |  |
|                        | <p>Brief description of how charter school meets definition of a public charter school 33-5202A(6)</p> <p>Learning management system by which courses will be delivered.</p> <p>Role of the online teacher, availability, methods of instruction and assessment.</p> <p>Plan for the provision of professional development specific to virtual school environment.</p> <p>Means by which virtual school students will receive appropriate teacher-student interaction, timely feedback.</p> <p>Means by which the school will verify attendance and award credit.</p> <p>Plan for the provision of technical support relevant tot the delivery of online courses.</p> <p>The means by which the public virtual school will provide opportunity for student-to-student interaction.</p> <p>Plan for ensuring equal access to all students, including hardware, software, internet connectivity.</p> <p>33-5205[(60)(5)a-h <a href="#">(NEW)</a></p> |  |

## Start Up Requirements for Idaho Public Charter School Petitioners

| SDE Sufficiency Review   | Public Charter Commission  | CSP Federal Grant   |
|--|--|---|
|  | <b>TAB 10</b>  |   |
|  | Description of business arrangements and partnerships including lease agreements   |   |
| Plan for termination, including identification of person responsible for dissolution, disposal of assets, handling of payment to creditors, and transfer of student rec6rds 33-5205 (3)(u) | Plan for termination, including identification of person responsible for dissolution, disposal of assets, handling of payment to creditors, and transfer of student rec6rds 33-5205 (3)(u) |   |
|  |  | Describe charter school's relationship to surrounding community.  |
|  |  | Identify primary stakeholders and describe their anticipated level and type of involvement in proposed grant activities.  |
|  |  | Describe marketing and communication plan: How the community will be informed about the school and how it will reach out to existing programs, initiatives, institutions that might collaborate and support school. |
|  |  | Describe methods for evaluating proposed project  |
|  |  | Describe how planning will be sustained and implemented if charter is granted and school opens, and how progress made toward goals will be evaluated.   |
|  |  | Describe school's plan for sustaining and expanding its work after the federal grant has expired.   |
| Plan for termination, including identification of person responsible for dissolution, disposal of assets, handling of payment to creditors, and transfer of student rec6rds 33-5205 (3)(u) | Plan for termination, including identification of person responsible for dissolution, disposal of assets, handling of payment to creditors, and transfer of student rec6rds 33-5205 (3)(u) |   |
|  | Additional information desired by petitioners  | Appendices and support materials, including a copy of the schools' petition.  |